STRATEGIC USE OF REPLACEMENTS

(Replacement: page 18 and page 19 of the LAS Guide)

Points of Clarification

- Students **do not** have to replace every assessment on which they do not demonstrate proficiency.

- Students **ONLY** need to replace assessments when they are not **"on track"** to meet performance standards.

- Students are only **"off track"** when the pattern of their performance falls below the accepted performance standard- which may include a cluster or clusters that "partially meets".
  (LAS Guide, p. 22)

- An assessment system **does not** have to have a replacement for each assessment included.

- Selection of replacements **does not** have to occur before the original assessment is administered. In fact, it might be better to make the decision about the replacement assessment at the time you are making the decision about the additional opportunities to learn.

- Replacement assessments **must meet** the same standards for validity and reliability as all other certification assessments in the LAS.

- Replace an assessment with another assessment that **maintains distribution** (variety of types, all content standards at least once, five "hits" per cluster) across the content area.

REPLACEMENT SAMPLE

In order to illustrate the ways in which decisions about REPLACEMENT will play out for individual students, **consider the following example**.

The sample that follows this page shows a Local Assessment System plan for middle level mathematics. It calls for students to take ten assessments over the four grades 5-8.

The collection of assessments addresses each of the eleven mathematics content standards at least once and each of mathematics' four clusters at least five times. The collection includes bundles, structured response items, and projects and each cluster is addressed by at least two of those assessment types, assuring variety of type per cluster.

As assessments are administered and scored, student performance must be monitored to determine if and when individual students are "off track" for meeting performance standards for proficiency. If a student does not have an average of 62.5% of points across assessments, with no cluster lower than 37.5%, OR a mode of 3 with no cluster mode lower than 2, then he or she may be "off track". It is only when this ***pattern*** of unacceptably low performance is established that remediation and replacement must be addressed.

After reviewing the sample LAS plan for middle level mathematics, read on to see how the need for remediation and replacement might play out for an individual student. It will demonstrate the ways in which professional judgment must inform these decisions.

SAMPLE Template for Mathematics

Grade Span (check one) ✓ **5-8 middle level**				**Numbers and Operations Cluster**			**Shape and Size Cluster**		**Mathematical Decision Making Cluster**			**Patterns Cluster**		
Assessment Title	**When Given**	**Source of Assessment**	**Assessment Type**	**A**	**B**	**I**	**E**	**F**	**C**	**D**	**J**	**G**	**H**	**K**
Baseball Fever	**fall 5th grade**	**LAD**	**structured response**	**A3 A4**										**K2**
Vacation Plan	**spring 5th grade**	**LAD**	**bundle**						**C2**					
Is It Fair?	**fall 6th grade**	**MAP**	**structured response**		**B1**					**D1**	**J1**			**K2**
Solving Problems with Networks	**spring 6th grade**	**LOCAL**	**project**		**B2**	**I1**					**J2**			
Under Construction	**fall 7th grade**	**LAD**	**bundle**				**E4**							
Remodeling	**winter 7th grade**	**LAD**	**project**		**B2**		**E4**	**F3**						
Canoes for Rent	**spring 7th grade**	**LAD**	**structured response**									**G1**		**K2**
Selling Strategies	**fall 8th grade**	**LAD**	**structured response**		**B1**								**H1**	
Measuring Shapes	**winter 8th grade**	**LOCAL**	**structured response**				**E2**	**F2**						
Fair, Better, Best	**spring 8th grade**	**LAD**	**project**						**C1 C3**					**K2**
Total # of Assessments **10** **Minimum 8-12**			**Total # of Assessment Types** **3** **Variety of types/cluster**	**# Measures** **7** ▪ Min 1/ Standard ▪ Min 5/ Cluster ▪ Variety of Types structured response and project			**# Measures** **5** ▪ Min 1/ Standard ▪ Min 5/ Cluster ▪ Variety of Types structured response and project		**# Measures** **6** ▪ Min 1/ Standard ▪ Min 5/ Cluster ▪ Variety of Types bundle structured response and project			**# Measures** **6** ▪ Min 1/ Standard ▪ Min 5/ Cluster ▪ Variety of Types structured response and project		

In fall of fifth grade, students participate in their first common mathematics assessment. It is a structured response assessment called "Baseball Fever" and it addresses two Numbers and Number Sense performance indicators (A3, A4) and a Communication performance indicator (K2).

A student might score as follows on this assessment.

Baseball Fever	**fall 5th grade**	**LAD**	**structured response**	**A3 2 A4 2**									**K2 3**	**average .58**	**mode 2**

At this point, the student is not "on track" to meet standards but ... consider the following:

this is the first common assessment for middle level mathematics
it is early in the year (fall) and early in the grade span (5th grade)
the context of the assessment (baseball) might not have been engaging

Depending on what other evidence is presented in the form of classroom activities, participation and assessments, it might be appropriate to wait until after another assessment is administered before making a decision about additional instruction and replacement.

In the spring of fifth grade, students take a bundle called "Vacation Plan" that addresses one Data Analysis and Statistics performance indicator. The student we are considering might score a 3 on this assessment. In that case, his or her pattern of performance would look like this.

Baseball Fever	**fall 5th grade**	**LAD**	**structured response**	**A3 2 A4 2**									**K2 3**	**average**	**mode**
Vacation Plan	**spring 5th grade**	**LAD**	**bundle**						**C2 3**					**62.5**	

The student's average over the two assessments is now 62.5% of points, and the average within Cluster 1 is 50% (not lower than 37.5%). The student is now "on track" to meet standards. As the student moves on to 6th grade and to additional

common assessments, his or her pattern of performance should continue to be monitored.

In the fall of 6th grade, students complete a structured response assessment called "Is It Fair?" It addresses Computation, Probability, Reasoning and Communication. The student that we are considering earned 2s and 3s on this assessment.

Baseball Fever	**fall 5th grade**	**LAD**	**structured response**	**A3 2 A4 2**										**K2 3**	**average**	**mode**
Vacation Plan	**spring 5th grade**	**LAD**	**bundle**						**C2 3**							
Is It Fair?	**fall 6th grade**	**MAP**	**structured response**		**B1 3**					**D1 2**	**J1 3**			**K2 2**	**62.5**	

This maintains the student's pattern of 62.5% of points, just meeting standards.

The common mathematics assessment in the spring of 6th grade is a project called "Solving Problems with Networks". It addresses Computation, Discrete Mathematics, and Reasoning. The student that we are considering scores gets a 3, a 2, and a 1 on the different performance indicators. His or her pattern of performance now looks like this.

Baseball Fever	**fall 5th grade**	**LAD**	**structured response**	**A3 2 A4 2**										**K2 3**	**average**	**mode**
Vacation Plan	**spring 5th grade**	**LAD**	**bundle**						**C2 3**							
Is It Fair?	**fall 6th grade**	**MAP**	**structured response**		**B1 3**					**D1 2**	**J1 3**			**K2 2**		
Solving Problems with Networks	**spring 6th grade**	**LOCAL**	**project**		**B2 3**	**I1 1**					**J2 2**				**61.36**	**2**

Now the student's performance is "off track" for meeting performance standards. The average of 61.36% and the mode of 2 both point to "partially meeting" standards.

Now might be an appropriate time to consider what additional instruction the student needs and what replacement assessment might be appropriate. Based on performance across four assessments, the student may only need remediation in the area of Discrete Mathematics. If those concepts and skills are further developed and the student replaces the 1 with a 3 on a replacement assessment, the pattern of performance across the four assessments and one replacement will look like this. Remember that the student has two more years to demonstrate his/her understanding in mathematics across the remaining assessments.

Baseball Fever	**fall 5th grade**	**LAD**	**structured response**	**A3 2 A4 2**										**K2 3**	**average**	**mode**
Vacation Plan	**spring 5th grade**	**LAD**	**bundle**						**C2 3**							
Is It Fair?	**fall 6th grade**	**MAP**	**structured response**		**B1 3**					**D1 2**	**J1 3**			**K2 2**		
Solving Problems with Networks	**spring 6th grade**	**LOCAL**	**project**		**B2 3**	**I1 R**					**J2 2**					
Discrete Math Quiz	**late spring 6th grade**	**LOCAL**	**bundle**			**I1 3**									**63.6**	**3**

The student is now "back on track" for meeting the 5-8 mathematics standards.